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# Department Aid To Cultural Exchange With China

By

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# State Department Aid To Cultural Exchange With China

By

Willys R. Peck<sup>1</sup>

"Consultation having been had with the Chief of Staff of the Army, I find that:

"(1) The defense of China is vital to the defense of the United States;"

Opening with these words, the President in a letter of May 6, 1941 to the Secretary of War authorized the Secretary to transfer to China certain defense articles set forth in an annexed schedule. This action was taken in accordance with the Lend-Lease Act of March 11, 1941.

During those summer months of 1941, while material aid was being sent to China over the Burma Road, the Department of State developed aid to China in the fields of education, technical skills, and publications. One of the dislocations caused by four years of invasion had been the disappearance of ordinary means of travel and mail communications within China and between China and the rest of the world. On July 26, 1941 this Government proclaimed a "freezing order" against Japanese funds. At the request of the Chinese Government this order was extended to include Chinese funds as well. It was not the intention,

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<sup>1</sup> The author of this article is a Foreign Service officer who was for many years Counselor of the American Embassy in China and was later American Minister to Thailand. As Special Assistant in the Office of Public Information he has been assigned duties in the cultural exchange with China.

however, of either the Chinese or the American Government that there should be any freezing of the intellectual exchanges between Americans and Chinese. The Department devised ways to keep these exchanges active.

By November the basic operations had been planned and matters had progressed so far that the Secretary of State, with the President's approval, asked the Director of the Bureau of the Budget for an allotment of funds. He pointed out that China had been fighting for over four years and that the emergency definitely called for the beginning of a cultural-relations program with that country. An initial allotment to start the project was made by the President in a letter to the Secretary of the Treasury dated January 14, 1942, by which time the United States and China had become associated in the war. It may be admitted frankly that this idea, originating months before we ourselves were in the fight, was prompted by American sympathy for the Chinese in their struggle against Japan. The Chinese people had endured bitter sufferings at the hands of the Japanese. They were not in a position to take full part in a reciprocal program of cultural relations like the programs operating in the Western Hemisphere. This might well come later. At this time, a helping hand from one ally to another and the restoration, as far as possible, of pre-hostility intellectual relations with our country was needed. The Chinese Ambassador at Washington heartily approved the effort. As early as June 1941 the American Ambassador at Chungking, who has warmly supported the plan from the beginning, reported that he had discussed with prominent Chinese officials a proposal that the American Government should offer to send American technical specialists to China. He had the impression that such an offer would be welcomed.

The object of this cultural-relations program with China is to assist China in those cultural activities that have been impeded by the Japanese hostilities.

When we entered the war, for example, there were about 1,800 Chinese students in the United States. They represented a large investment of money, time, and talent. If the United States had 1,800 young men and women with sufficient knowledge of the Chinese language to take up college education in Chinese universities, it would regard them as an extraordinary asset. In China's case these students were counted upon to help in the reconstruction of China after the war. Many of them had been plunged into financial difficulties by exchange restrictions or by the wiping out of their remittances from China. Necessary steps had to be taken to provide them with subsistence and the means of completing their education. The Chinese Government set up an organization to take care of some of these students, and the State Department began at once to give scholarships to others. Up to the present time the Department has given monthly grants to approximately 400 different persons. About 160 are on the rolls at one time.

Here are comments on a few of the students who have been given scholarships. A professor at the University of Chicago says of Mr. R. C. S.:

"He is a hard-working student, has an excellent background and considerable experience in scientific and quantitative sociology. He has made a very good impression at the University of Chicago."

A professor at Pomona College, California, says of Mr. B. T.:

"He is one of the most brilliant students that I have had in the last several years. His work is thorough, promptly done, and accurate. He has an unusual amount of initiative."

A faculty member at the State University of Iowa writes of Mrs. F.:

"She has been doing her thesis research for the Master of Science degree under my direction, and has, in addition, been serving as senior assistant

in quantitative analysis. In this work she has been in sole charge of laboratory sections, and has handled the students with efficiency, tact, decision and self-reliance. Her scholastic work has been excellent, and if continued at the present level, should rank with that of our very best graduate students."

Comments such as these could be quoted at length. For the sake of China's development and for the sake of our relations with that country it was preferable that these students complete their education, rather than that they leave college and support themselves by work. Many wished to return to China, but transportation and financial difficulties prevented all but a very few from making the journey.

Here is a letter from a student who received a scholarship to study at Iowa State University. It depicts well the general reaction of these young people:

"I was awarded a State Department scholarship for the period of July 1942 to April 1943. This award enabled me to complete my Ph.D. degree in Civil Engineering in the State University of Iowa and to join two honorary fraternities in science and engineering, which, before receiving the grant, I was unable to do because of my financial condition. Now I have completed my education and I am going to work with the Committee on Wartime Planning for Chinese Students in the United States. I shall always be grateful for having received this grant and shall try to make the best use of this award so that I shall not be the only one benefited by it, but my country and the people of China as well."

The Department has given special scholarships to between thirty and forty students, and it has provided opportunities for their practical training in Government agencies or in private institutions. The Soil Conservation Service of the Department of Agriculture has trained a number of students in the making of maps from aerial sur-

veys; the Bureau of Reclamation of the Interior Department and the Tennessee Valley Authority have given training in hydraulic engineering; the Herman Briggs Memorial Hospital at Ithaca, New York, received a Chinese surgeon for training in thoracic surgery. These are merely examples taken from a long list.

Another special development in the training has been the appointment of four Chinese men and one woman to teaching positions in the school systems of Springfield, Massachusetts; Lincoln, Nebraska; Bronxville, New York; Philadelphia, Pennsylvania; and the region around San Francisco Bay, California. These appointees, known as "consultants" or "visiting teachers", are graduate students in education. They have been getting a thorough insight into American educational methods and administration of the primary and secondary levels; they have also been giving instruction to American pupils in the customs and culture of China and have delivered addresses on these subjects before social organizations. Reports from these visiting teachers testify that school authorities and all other members of the communities where they were living have treated them with the greatest cordiality. As acquaintance has deepened, this cordiality has developed into mutual enthusiasm. The following excerpt from a letter by a school official is a typical reaction to the activities of the Chinese visiting teachers:

"Mr. H. has addressed our elementary school faculty and has been invited into various classrooms throughout the schools to talk with students and to assist any of our teaching staff of some seventy teachers. The results of these experiences convince me that this is the true educational method of developing better understanding between our United States and the remainder of the world. Would that much more of it could be done by schools throughout our nation."

In what way has it been possible for the State Department to collaborate culturally with China behind the barrier of Japanese encirclement?

As we think of transportation capacities in the United States the volume of freight carried by the Burma Road was little more than a trickle, yet when the Japanese closed the road in May 1942 China's resistance to Japan entered its most serious phase. Except for what could be flown in by plane China was reduced to what it could itself produce in the way of military equipment and consumer goods. In the vast task of creating a new economic order in west China the Chinese Government and the Chinese people must depend on their own resources and resourcefulness. The China National Aviation Corporation, an American-Chinese enterprise, has done a magnificent job throughout the Japanese hostilities; so has the Air Transport Command since we entered the war. Both of them fly scheduled flights "over the hump" from Assam into China. Their planes are needed, however, for passengers and for strictly military purposes.

When the State Department took steps to assist the Chinese to complete the training of their own future doctors, engineers, scientists, and technicians here in the United States, it simultaneously asked the Chinese Government whether it would like to have the services of a number of American specialists and, if so, to describe what fields should be covered. The Chinese Government canvassed its different agencies and found that they wanted about thirty American specialists, as follows:

**Ministry of Agriculture:**

Potato and corn breeder

Insecticide and fungicide specialist

Veterinarian to produce serum and vaccine

Animal breeder

Two soil conservationists

Animal husbandman



**National Health Administration:**

- Two pharmaceutical chemists to produce sulfa drugs
- Sanitary engineer
- Pharmaceutical engineer
- Specialist in biological products
- Chemical engineer

**Ministry of Education:**

- Professors of chemical, mechanical, aeronautical, and electrical engineering

**Ministry of Economic Affairs:**

- Chemical engineer to produce nitric compounds
- Mechanical engineer to improve machine-shop practice
- Petroleum expert
- Metallurgical engineer

**Ministry of Communications:**

- Engineer to assist with long-distance telephones
- Radio engineer

**Ministry of Finance:**

- Specialists in paper production and engraving

**Commission on Hydraulic Affairs:**

- Hydraulic engineer

**Ministry of Information:**

- Journalism: Experts in radio, rewrite, features, and photography

**Industrial Cooperatives:**

- Three specialists in management.

This list is significant in the way that it describes the range of the Government's activities. The entire Chinese Government had been obliged four years before to migrate 1,500 miles to the western side of the country and set itself up in a new area. This region, although comparatively rich in mineral and agricultural potentialities, was undeveloped in the industrial sense of the term. In the course of reconstruction, political and military centers and factories had been constantly bombed. Practically no materials could be obtained from outside the country. Just as the scope of the list is an index to the Government's ambitions, so the challenge to American technicians is one to appeal to the pioneering spirit of Americans.

The State Department began a nation-wide search for qualified specialists, mainly through other Government agencies. The positions offered

to American technicians were no richly paid sinecures. Salaries offered were intended merely to insure against financial loss. Transportation expenses were to be met by the Department, and a small allowance was given each man to meet extra expenses arising from service abroad. The Chinese paid the travel expenses in China. They also, in most cases, supplied food and lodging. Even then the daily allowance was more than swallowed up by the constantly rising prices of other necessities. If travel outward was by sea, there was a six weeks' voyage to India, by no means devoid of danger. Living and traveling in China are at their best uncomfortable and a trial to the unaccustomed, whether Chinese or Americans. In reality the positions offered to these successful technicians were distinctly wartime duties.

Up to the present time, after searching investigation, 22 men who volunteered for these posts have been appointed. Eleven have come back to the United States. Two of them, having felt that worthwhile programs had not been set up, returned before their contracts expired. One is on his way to China. One died in China. Nine are now in China. From two to four additional specialists are in process of being selected, the number depending on the desires of the Chinese authorities.

Here are some of the things these Americans have been able to accomplish for China:

A specialist lent by the Soil Conservation Service of the Department of Agriculture conducted an expedition in northwest China, covering 6,000 miles in 7 months, as far as the borderlands of Tibet and the desert of Gobi. Eight Chinese technicians accompanied him, and the Chinese Government met the high costs of the entire expedition, which made exhaustive investigations and collected data relating to soil conservation and utilization. Before his return to the United States this specialist submitted to the Chinese Government a 50-page preliminary report that ended with five recommendations for action. The Chinese Min-

ister of Agriculture and Forestry said to him, in a letter, after his return: "Your last year's service in China has laid the foundation of China's water and soil conservation work."

Another official lent by the Soil Conservation Service arrived in China in January 1944 and is working on investigations and recommendations in the field of soil-erosion prevention. He is, incidentally, greatly interested in the dehydration of foods. At a welcoming dinner given by the Minister of Agriculture, he opened a can of dehydrated sweet potatoes. The tasting of this American product resulted speedily in official approval for an extensive project of food dehydration. Another Department of Agriculture specialist is engaged in finding what varieties of white potatoes are most suitable for different areas in northwest China. The Chinese Government attaches the greatest importance to his work, believing that the successful cultivation of potatoes will help in preventing famines and in colonizing vast areas now uninhabited or sparsely inhabited. In December 1943, after one year's operations, this specialist submitted to the Chinese Government a long report of his investigations, which included experiments with 52 varieties of potatoes brought from the United States. He expects, after his return to the United States, to prepare a textbook for the use of Chinese agricultural technicians and colleges.

An official of the Bureau of Animal Industry of our Department of Agriculture spent nine months traveling in remote areas studying livestock production and formulating recommendations for the Ministries of War, Agriculture, and Communications on animal breeding and transportation. He visited the far northwestern province of Chinghai and made a report to the governor on livestock production there and the possibilities of its improvement. At the request of the Government of India he traveled in India for two months studying similar problems and submitting his recommendations.

The head of the department of animal husbandry of a western state college covered long distances in west China, including the frontier provinces of Sikang and Ninghsia, reporting on range problems and animal production. After his return he collected and sent to China through the State Department an assortment of grass seeds, for experimental planting, obtained from all over the United States. This collection is believed to be the largest of this sort ever made.

The two specialists last listed are preparing for publication at the expense of the State Department a book of information concerning Chinese livestock types and conditions, based upon their researches, for distribution in China. An associate veterinary pathologist from another state college is now in China setting up methods for the prevention of animal diseases.

An official, lent by the Imperial Valley Irrigation and Drainage Project in California, has made inspections over wide areas in west China and has advised the Chinese Government on irrigation and power and similar enterprises. Officials of Chinese national engineering agencies and provincial officials accompanied him. Their presence made it possible to analyze, on the spot, the problems involved in each project.

The head of a college mechanical engineering department has spent a year in China visiting most of the Chinese universities that give courses in engineering. He has also inspected factories and engineering projects and has given the Chinese the latest methods of training men to impart job instruction. He carried credentials from the American Society of Mechanical Engineers and has established what promises to become a very fruitful relationship between that organization and the Chinese Institute of Engineers.

A machine-shop supervisor, with responsibility in this country for directing 20,000 workmen, has personally visited the larger factories in China and has given instruction in machine-shop practice. A specialist with long experience lent by

one of the telephone and telegraph companies has prepared for the Chinese Government, after investigations on the spot, a program for the national expansion of China's long-distance telephone system.

Specialists in the dissemination of news by radio and the press have served the Chinese Ministry of Information during the emergency situation by lending technical assistance.

Two specialists in management prepared a plan which the Chinese Government has used in improving the efficiency of the vast network of Chinese Industrial Cooperatives.

Related to the task of getting things done in China is the job of getting technical information in bulk into the country and of bringing to the knowledge of the western world the latest findings of Chinese research workers. In these operations the role of the English language is most important.

The wide-spread knowledge of English in China can no doubt be attributed partly to the fact that two of the greatest factors in China's trade, the British Commonwealth of Nations and the United States, both employ that language. It may also be ascribed to the fact that in the last 75 years several thousand Chinese have come to the United States for their education. We take it as a matter of course that a large proportion of the educated classes in China can read material printed in English.

Many persons in China who understand English are teachers or are Government employees in teaching or in other professions; that is, they are in the salaried classes. During the seven years of Japanese invasion, men of this type have been subjected to two special hardships: economic, because of the scarcity of consumer goods and inflation; and intellectual, caused by the dwindling of the normal flow of printed material from abroad. To alleviate somewhat the second hardship the Department very early began to send to China microfilmed copies of technical and learned journals. Over a dozen centers equipped with

projectors and readers have been set up where these microfilms may be used. Microfilm is impressive. On a hundred-foot strip weighing about one pound—packed for shipment—can be recorded twelve pounds of books. Any number of positives can be made from a negative. Whereas a book serves only one person at a time, microfilmed copies can serve an indefinite number of persons. To overcome the impossibility of shipping large quantities of books, microfilms seem to be a most efficient device. Yet microfilms are, for ordinary readers, a most unsatisfactory substitute for printed books and magazines, especially in west China, where the electric current necessary for the use of projectors is generally weak and variable in voltage. Reading microfilms is irksome and hard on the eyesight. Nevertheless, this method of learning about the latest scientific advances is much better than nothing. For example, excerpts may be copied in China. There are three separate services distributing mimeographed selections from the microfilms. For research purposes, of course, microfilms are admirable. The State Department makes a practice of filling requests for special articles. For such service research workers have expressed deep gratitude.

A powerful stimulus to research lies in the possibility of sharing results with the scientific world. The State Department decided that it could be of aid to research workers with education in English by awarding small honorariums to such persons for translating research papers recently produced that might be of outstanding merit. A committee was set up in China in 1943 to select the papers. Up to this time 70 honorariums have been paid for translations. The translators and authors of some of these papers have had the further gratification of having 29 of them accepted for publication by learned journals in the United States. Another translation project to strengthen cultural bonds between the United States and China during the war is the forthcoming translation into Chinese of approximately twenty books about the

United States. These translation projects have the character of reciprocity which the State Department regards as the core of desirable cultural relations with other countries.

Life on the temporary campuses of refugee universities in west China has very depressing aspects. The scarcity of clothing and other articles of ordinary use and the inflation have made the daily living of faculty members very hard. It is they who, in the practice of their professions, have especially felt China's isolation, because they had been accustomed to keep up their contact with other countries through foreign literature, the supply of which has practically ceased. Text-books, Chinese as well as foreign, have become more and more inadequate in quantity, as have laboratory equipment and even ordinary stationery. Although the number of young people eager to enroll in colleges has even increased during the hostilities, some members of the teaching staffs have been forced to resign in order to earn more money to support their families. The work of those remaining has thereby been increased.

Clearly it is the professors and instructors in the Chinese universities, whether or not they speak English, on whom we must largely rely if we hope to realize the ambition that American and Chinese youth shall grow up with a feeling of mutual acquaintance and confidence. The State Department felt that the temporary isolation of Chinese and American colleges from each other might be diminished if some Chinese faculty members were to visit the United States.

In 1943 the State Department extended invitations through the American Embassy to six Chinese national universities to nominate members of their respective faculties to come to the United States as guests of the Department for about one year.<sup>1</sup> The Department said it hoped that the visits would benefit the visitors themselves by enabling them to pursue further studies

<sup>1</sup> Department of State *Bulletin*, June 12, 1943, p. 522.

in their particular subjects and that their institutions would benefit through the contact that the visitors would have had in the United States. The visitors, it was observed, would have opportunities to give lectures, speeches, or interviews in which they could speak of China's educational needs.

In preparation for the visitors, officers of the Department wrote informally to numerous persons and institutions telling them about the visits and asking for collaboration in making them profitable. When the professors arrived in Washington they were consulted in regard to their plans. When decisions had been made the State Department wrote letters of introduction and arranged railway transportation. There is no question but that these six visitors have been benefited by their sojourn in the United States. Habits of living in this country, as compared with China, are untouched by the war. The professors recuperated in health while they were profiting professionally from the experience. No heavy duties have been imposed on the Chinese professors. No attempt has been made to utilize their presence in the United States for any ulterior purpose. Four of these Chinese guests were invited to take part in a conference on Chinese subjects conducted by the Harris Foundation at the University of Chicago. The papers prepared by these and other Chinese participants were published in a book entitled *Voices From Unoccupied China*.

These visits have been so profitable and agreeable to all concerned that six additional invitations have been sent out.<sup>1</sup> The new party of visitors will include two university presidents and a representative of the Academia Sinica, which corresponds to our own National Academy of Sciences, all of whom have been selected by their respective institutions. All of the 12 representatives chosen in China are well versed in the English

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<sup>1</sup> Department of State *Bulletin*, June 10, 1944, p. 537, and June 17, 1944, p. 564.



language, and, with few exceptions, have spent considerable time in American educational institutions. The State Department suggested that English-speaking men be chosen on this occasion, so that Americans might get, at first hand, information about conditions in China. From the viewpoint of cultural relations, contacts are even more important when the educators of two countries have no language in common, and this is a point the Department keeps constantly in mind. The 12 invitations to China have brought to this country two sociologists, a philosopher, a political scientist, a physiologist, a specialist in international relations, a geographer, a botanist, a neurophysiologist, a chemist, a specialist in Chinese literature, and a physicist.

To return this exchange in the academic sphere the State Department has made it possible for a prominent American geographer, who is also an author and a college professor, to visit Chinese universities. He is answering requests for lectures on subjects in his field and is in other ways promoting solidarity between academic groups in our two nations. This representative received his appointment as visiting professor from the National Academy of Sciences, as well as from the State Department, and bore greetings from the Academy to the Academia Sinica of the Chinese Government.

The outlook for friendly relations between two countries is likely to be improved to the extent that the people of each, particularly the intelligent and influential people, come to understand each other. The process may be thwarted as in Axis countries by a few individuals who by hook or by crook have acquired power to control the thoughts and actions of their fellow citizens, but in the democratic era after the war personal reactions will become of ever-increasing importance in determining the character of international relations.

With this principle in mind the State Department hopes that persons of other countries who

come to the United States for education and training will acquire not only the technical information they seek but also an acquaintance with our customs and national culture and a friendly feeling for us as American citizens. In this particular phase of our relations with China an officer of the State Department has visited most of the colleges where large groups of Chinese students are found and has personally talked with as many as possible. He achieved gratifying results in establishing contacts among the Chinese students and the residents and organizations in different communities. In the case of Chinese technicians who are in training in factories and public utilities the State Department made an arrangement for an experienced man who speaks Chinese to visit such trainees in typical industries, to talk with them, and to recommend measures whereby the trainees may have pleasant and profitable contacts with their environment outside of working hours.

In another effort in the same direction, the Department is preparing a handbook in Chinese containing information that will explain aspects of American life that persons newly arrived from China might not otherwise understand. It is hoped that the handbook will make their entrance into our society easier and pleasanter.

In corresponding with educators and scientific institutions in China the Department frequently learns of situations in which small quantities of chemicals, a few books, or other cultural materials would be of great assistance to such persons and institutions in their activities. The meagerness of transportation available for such articles has hampered the collaboration in which the State Department is engaged. It was with deep appreciation, therefore, that the State Department received the consent of the Vice President to carry with him on his plane a limited quantity of these materials on his visit to China.<sup>1</sup> Mr. Wallace left

<sup>1</sup> Department of State *Bulletin*, June 24, 1944, p. 586.

Washington on May 20, 1944 taking with him over 90 separate packages, addressed to 43 separate institutions scattered over several Chinese provinces. Each parcel bore the following statement: "The contents of this package are sent to you under the program of cultural relations of the Department of State of the United States as a small evidence of the continuance of the longtime cultural exchanges between our two countries." Every article was sent in response to a request or to fill a known need. A few items will show the general nature of the shipment. Parcels of books and current journals were sent to a dozen universities. To a national university went laboratory equipment and some supplies for the manufacture of drugs; to the Ministry of Education, a collection of college catalogs and curriculum outlines for use in developing instruction in animal husbandry; to the governor of a province, copies, illustrated with photographs, of the investigations of an American specialist into the development of the wool industry; to the Chinese Industrial Cooperatives, a wide selection of pamphlets, manuals, and charts for use in manufacturing without power machinery; to the International Cultural Service, electric bulbs for microfilm readers; to several institutions, about thirty documentary motion pictures; and to the American Embassy at Chungking, a set of reproductions of American paintings and a collection of books and pamphlets for distribution.

In the spring of 1943 the Chinese Ministry of Education informed the Embassy that over a hundred 16-millimeter silent projectors were in use in provincial and municipal educational systems and in other organizations under the Ministry's direction and asked the Embassy to obtain educational films from the United States for use by such agencies. Among the subjects suggested were irrigation, sanitation, medicine, social and living conditions, and films for instruction in physics, biology, history, and other school studies. The Ministry preferred that Chinese titles be added in the United States. Over twenty films in

the fields described by the Ministry of Education have been selected and are in course of preparation with Chinese titles. About one hundred reels are being given Chinese sound tracks for general audiences. These depict such subjects as the "Bonneville Dam", flood control on the Mississippi River, the growing of winter wheat, and the sights of Washington, D. C. Films that have reached China have been favorably received. A picture on American plastics was shown at the national meeting of the Chinese Institute of Engineers. Officials in many Chinese Government agencies have viewed a group of films on steel production in the United States. The War and State Departments cooperated in preparing a picture with Chinese sound track on the training of Chinese air officers in the United States, a copy of which was presented to Generalissimo Chiang. Among the motion pictures taken to China by the Vice President were ten dealing with medical, surgical and public-health matters, all of which were gifts to the Chinese from American hospitals and other institutions.

A pleasant feature of the State Department's cultural-exchange activities with China has been the interest and enthusiasm it has evoked in the United States. When opportunities have been presented to American citizens and organizations to take part, they have shown genuine pleasure in working with the Chinese in building up their country. Perhaps this feeling is akin to the respect we feel for an American community whose members go out energetically to get for themselves good roads, good schools, plentiful and cheap electricity, a higher standard of living, and prosperous banks. Whatever the reason, it has been demonstrated that cultural collaboration with the Chinese people needs no urging with the American people.

One of the American specialists in China, for example, found that a Chinese enterprise particularly needed a steam hammer and that one would

have to be made on the spot. On behalf of the Chinese he asked that the Department find out whether blueprints for such a hammer could be obtained and how much they would cost. The Department referred this inquiry to an American firm, the same one that had temporarily released the specialist. It soon received a reply that such equipment was obsolete in the United States, that special plans would have to be drawn at a cost of \$2,000, and that the firm would defray the cost. The blueprints have long since arrived in China.

Agencies of the Chinese Government are constantly seeking opportunities for the training of young technicians in the different agencies of this Government. Almost invariably, except when security precautions during the war have prevented it, officials of the Government have gladly received such Chinese trainees even though it meant an added responsibility.

The same desire to cooperate culturally with the Chinese is found in business firms, universities, societies with national memberships, and even in State governments. Mention has been made of the welcome that the city school systems gave to Chinese graduate students as visiting teachers or consultants. The president of a great university recently called at the Department. In the conversation it casually developed that the university had found ways to support two promising Chinese students whom the war had impoverished. The university had also paid for the printing of a handbook for students, in Chinese, compiled by the students themselves.

An American specialist in the standardization of serums, who has just arrived in China, took with him a collection of laboratory equipment, serums, vaccines and bacteriological cultures, and copies of all procedures used in the manufacturing and testing of biologic products. They were supplied to him out of surplus stocks by the State department of health of which he was a member. This collection of articles, which was worth thou-

sands of dollars, could not have been obtained from any other one source. It was all contributed gratis for the use of the Chinese.

The Department's activities described in this article have overcome many of the wartime obstacles to Chinese-American educational, scientific, and technical cooperation. This type of cooperation is important to our joint war against Japan because it creates solidarity behind the lines. It is vastly important, also, because it prevents a gap in the century-old cultural interchange between American and Chinese organizations and citizens. A continuous flow of ideas and persons from each country to the other through the war period will prevent any set-back to the greatly expanded cooperation that will begin in the stirring period of world reconversion and reconstruction after the war.

